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ABSTRACT

This textbook is the fourth of six textbooks in a sequential reading series that makes use of the principles of modeling and assisted reading. The series can be used with small groups of three to five learners, with individual learners, or in a peer situation. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns. General directions for the instructor appear first. Specific directions for the instructor appear throughout the textbook opposite the learners' pages. One story that is divided into 11 units is provided. Attachments include a list of suggested activities, the text's scope and sequence, and word lists. The companion workbook contains exercises that are integrated with the textbook. Workbook activities correspond with each of the 10 textbook units and may be given for independent work or home practice. Types of workbook activities include multiple choice, matching, short answer, word formation, and composition (writing). (YLB)

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Book 4

ED293992

Read On! II

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QUESTIONNAIRE

To Tutors:

Read On! II is a revision of the original *Read On!* series (1978). The new edition is based on comments from users of the series and on new insights in the teaching of reading and writing.

LVA has a policy of soliciting comments from the people who actually use our materials. We use these comments in the revisions of our materials to make them even more effective. Therefore, we are especially interested in your answers to the following questions for future revisions.

1. Did you have literacy tutor training prior to using *Read On! II*? Literacy Volunteers of America ____ Laubach Literacy Action_____ Other_____ (name)_____
2. Have you used the 1978 *Read On!* series? Yes_____ No_____
3. Did you use *Read On! II* in one-to-one teaching_____ ABE drop-in_____ small groups_____ classroom_____?
4. Did you use *Read On! II* with school tutoring_____ ABE_____ library-literacy program_____ volunteer literacy program_____ other_____?
5. Did you use *Read On! II* with basic reading learner(s)_____ or English Second Language learner(s)_____ both_____?
6. What was the level of the learner(s) reading *Read On! II*?

   _____
7. What test did you use to establish the level(s)? _____

   _____
8. Was the amount of directions in *Read On II* too little_____ about right_____ too detailed_____ I already knew the procedure_____
9. Did the scripting in the first lesson of the book help? a lot____ somewhat____ not at all____ I already knew the procedure____
10. What changes in the directions/scripting/stories, if any, would you suggest?_____

    _____
11. Did you teach more than one unit per lesson? one unit_____ more_____ how many more_____
12. Did you use *Read On! II* as the whole lesson____ or as a part____?
13. Were the "Suggested Activities" useful? Yes_____ No_____

14. Can you suggest other activities for inclusion in the future?

_____

_____

15. Did you use the workbooks as integrated activities with the lesson? always_____ some of the time_____ never_____
16. What features did you feel were most helpful in *Read On! II* series? _____

_____

_____

What features did you feel were least helpful?

_____

_____

What features would you change?

_____

_____

To Learners:

1. Did you enjoy reading the stories in this book of *Read On! II* Yes_____ No_____
2. What story did you like best? _____

_____

What story did you like least? _____

_____

3. Did you use the Workbooks with: your tutor_____ on my own_____ not at all _____.
4. Did you enjoy the workbook activities? yes _____ no_____ some of them _____
5. Which kind of workbook activity did you like most? _____

_____

6. Which kind of workbook activity did you like least? _____

_____

7. What other kinds of stories would you like to read?

_____

Program Name and Address: _____

_____

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Read On! II
A Sequential Reading Series

Book Four
The Vote

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The *Read On! II* series makes use of the concept of Assisted Reading. That concept and the format of tutor directions on the textbook left-hand page and learner reading material on the right-hand were developed in the original *Read On!* (1978) series by Jane Root, Ph.D. Dr. Root's presentation allowed for even beginning readers to read with their tutors from the earliest lessons.

Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.

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General Principles

Read On! II is a sequential reading series which makes use of the principles of modeling and assisted reading. The approach is that of modified language experience using sight words and context clues and incorporating the decoding skills of phonics and word patterns.

If you are unfamiliar with these approaches, reading *TUTOR* (Colvin, Root, 1987) and *Tutoring Small Groups: Basic Reading,* (Ottoson, et al., 1985) will be helpful. Also, the *Read On! II Instructor's Guide* (Lawson, 1987) which accompanies the series explains these concepts in detail. The texts and workbooks contain step-by-step directions for teaching the lesson material. They also offer suggestions for alternative approaches.

A placement test is included in the *Instructor's Guide* which will help you find an appropriate starting book for learners so that a learner need not repeat material which is already known.

Directions are given in the *Instructor's Guide* for using the *Read On! II* series with conversational English (English Second Language) learners.

General Directions

For Read On! II

Introduction

In this series, you will be using the traditional approach of teaching sight words in the context of the sentences in which they occur. These sight words will be used as the basis for phonics review and pattern instruction. All will be used to involve writing as an integral part of each lesson. Provide as much help as needed for learners as they read the sentences with you. You will be using this reading/assisted-reading approach as you expand into actual learner-generated stories in the other portions of your lessons.

The *Read On! II* series can be used with small groups of three to five learners, with individual learners or in a peer situation. The principles and practices are the same for each. At some point in the assisted reading exercises, you may feel more comfortable reading with individual learners or with two or three, but that is not absolutely necessary. Do whatever is comfortable and satisfying for your learners and for you.

Directions

Specific directions for the instructor appear throughout each textbook opposite the learners' pages. The following are general directions designed to give an overview of the activities which will occur in any given lesson.

Preliminaries:

Give the **Placement Test** which accompanies the series in order to place the learners in the correct book and to learn which if any of the consonant letters will need to be taught using the *Tutor Resource Sheets.* These sheets are intended for use with learners at the beginning levels in the series.

The following materials will be needed for lessons: pen with dark ink, 3 x 5 cards (either cut in half or quarters), notebook for each learner.

Procedure:

(1) Prepare for your lesson by reading the passage aloud prior to meeting with your learners.

(2) Read the whole story to the learners and then return to the first selection to begin the chapter-by-chapter instruction. (The "Poison Puzzle" is an exception to this as you want to read all but the final chapter.)

Be sure to read in phrases and not word-by-word to your learners. This modeling will lead to fluency in your learners' reading. Fluency aids comprehension. Remember, reading is getting meaning from the page—if the sentences haven't been understood, then they haven't been read. Without comprehension, boredom sets in and independent reading will not take place.

(3) In the **Setting The Context** portion of the reading selection, discuss the passage. There will be suggestions given in the Tutor's Directions on each left-hand page. This context setting is important because it allows the reader (you or your learners) to bring to mind the knowledge and expectations about the situation being portrayed and thus will aid in reading. Have the student handle the book, looking through it for illustrations and familiar words. See *Instructor's Guide* for comprehension development ideas.

(4) After discussion, read the chapter to your learners having them follow along silently. Tell your learners that you will read the chapter to them, and that the regular print words (point them out) will be the ones which they will either learn during that lesson or have already learned in previous lessons.

(5) After reading the chapter, teach the lesson's words in a modified language experience approach (modified because the words to be learned directly are set by the design of the series rather than selected by the learner). Many words will be learned indirectly through peripheral learning as the passage and selected sentences are read again and again with the learners.

Sight words from the story will be taught in the context of the sentences in the story.

If the learner knows the target word already, make a word card of the word for use in activities, but do not go through the exercise of teaching the word.

a) You have already read the whole story to the learners. You have also (step 4 above) read them the chapter upon which the next lesson(s) will be based. At this point you will read the unit under study. (Towards the end of the book as the pace quickens, chapters will no longer be broken down into units.) Now, read the first unit again with you and the learners speaking at the same time. Your learners may be one beat behind you on the words of which they are not sure. This is called "echo reading" and this difference in rate is to be expected. Do not slow down. Read at a normal rate, running your finger along under the phrases, being careful not to read word-by-word. It might take a while to get accustomed to echo reading as we are not used to reading or talking in chorus.

b) Tell the learners which words you will be studying. (They are listed in the directions for each unit and on the learner's page.) Point to each target word as you say it. Have the learners repeat and point to each target word after you say it.

c) Read the sentences which contain the target words again. Have the learners read the sentences with you the second time through (echo reading).

[If working with a small group, have the entire group read the sentences. Then have each learner read the target words, beginning with the best reader in these early lessons. If working one-to-one for this portion of the lesson, have the learner read all the words being introduced in the unit. This general group-to-individual direction will hold for all the times the learners are asked to read the target words, a sentence, phrase or unit.]

d) Have each learner write each target word on a word card (one half or one quarter of a 3 x 5 card, cut ahead of time).

[If a learner has not written much, this will almost be a "drawing" exercise. Be patient and allow all the time needed. If the learners' handwriting is too large for the words to fit on each card, have the learners write the words on a full card or in their notebooks as you write the words on the smaller cards for their use. It is important to have each learner writing from the first lesson.]

e) Work with one word at a time. Have learners match each word with the word as it appears in the story. They should say the word as they match it.

f) Once all the sight words for that lesson have been read, written on cards, read again, and matched with the context, shuffle the word cards and have the learners read each one out of context, matching the card with the word in the story if needed. Use the word cards to build phrases. After several lessons, use the accumulated word cards to make more complex sentences and phrases.

g) Use the word cards in writing and game activites.

Word patterns also will be taught in the context of the story. Word cards will be made for each new word pattern learned.

[If you are unfamiliar with the concept of *word pattern* see *Read On! II Instructor's Guide* for a complete discussion and the "Scope and Sequence Chart" which lists those patterns taught in this series.]

a) Select a word containing the pattern you want to teach from among the sight words already taught.

b) Ask the learners to get their word card for the target pattern and read the word card to you.

c) The first few times you use pattern word technique, say "I'm going to show you a way to learn new words by changing just the first letter(s) of a word you already know. If this word is *sat* [Write as you say the word. Make sure that each learner can see what you are writing.] what word is written if I change the *s* to *m*? [Write the second word under the first lining up the pattern as you ask the question.]

Once the idea of supplying the word in pattern or rhyme is established in the first few lessons, you can introduce pattern in the following way: As you write, say "if this word is *get,* what is this word _____? Fill in the second word in the pattern and wait for a response; if none is given, supply it and go on to the third word in the pattern.

Example: "If this word is *make* what is this word? (fake), and this word? (rake). Ask for other words in the pattern. You might say "We're going to make a list of all the words you know and will be able to read because you know now that the -am in "am" has the same sound as -am in Sam, and jam and . . ." Read quickly through the list on the board or your paper to establish the rhythm and make it easier for the next word in the pattern to be thought of and suggested.
c) After you have gotten other suggestions and discussed the meaning of any of the obscure ones say "get your notebooks and write -am (or whatever the pattern is you're working with) at the top of the page.

"The - means that letters can be put in front of the *-am* to make a word." Let learners supply rhyming words; have them write them in their notebooks. Treat this learning and suggesting as a game. Ask each learner in turn to name a word in pattern and to put it in a sentence. At the end of the lesson, ask them to write a sentence for each word learned during the lesson.]

d) Have learners make a word card for each pattern word suggested. This can be done at the end of the lesson or for home practice.

Phonics, the knowledge of consonant sound/symbol relationships, is checked during the lesson, but the actual teaching takes place at the end of the reading portion of the lesson and is based on the *Tutor Resource Sheets* which accompany the series.

a) Ask the learner to find a specific word card which they have already made for a sight or patterned word in the lesson which begins with the letter you want to check.

b) Ask the learner to read the word, and then to tell you the name of the letter that begins the word. Then ask for the sound of that letter. If it is known, say "Good" and go on. If it isn't known, tell the learner the name of the letter and its sound in that word, note that you will need to teach that letter at the end of the reading portion of the lesson and go on.

(6) After the direct instruction portion of the lesson **(sight words, pattern, phonics),** you will do **Assisted Reading** exercises which will give learners more practice in reading the words in context:

a) Read the passage to the learners again. This will put the pieces back together for them. Ask the learners to follow along as you read all the words, again reminding them to pay attention to words they will be able to read, that is, the words in regular type.

b) You and your learners (or an individual student) then read the passage aloud at the same time. This is echo reading as described above under "Sight Words."

c) In the next read-through, you read softly, stopping at the words in regular print to allow learners to fill in the word they should know. Read softly enough so that the learners can read any of the other words known to them. With practice, a natural assisted reading pattern will emerge.

(7) You will use writing exercises to give the learners a chance to place the words being learned into new contexts, demonstrating comprehension of the word being learned.

(8) Each learner should keep a notebook of his or her writing activities.

(9) Expansion exercises are suggested at the end of each lesson, and in the workbooks which accompany each text. These are designed to allow each lesson to be tailored to individual learner's goals.

Vital Information for the Instructor

Watch your learners for signs of fatigue or boredom. Adjust to the individual learner's pace. If teaching more than one learner in a small group you might adjust by having the more advanced learner review on his or her own, or give the slower learner extra help while the others in the small group work on other projects together. If there is a great difference in ability among learners in a group, you may want to give extra help to the slower learner prior to introducing that day's work to the group as a whole.

Any time you want to do the exercises as an individual activity rather than a group activity, call on individual learners or, in later lessons, have learners work in pairs while you give assistance as needed or asked. For additional direction in working with small groups see *Tutoring Small Groups: Basic Reading* (LVA, 1985).

Most chapters in the text are broken into two or three lessons. This is done to help you pace the instruction to individual capabilities. Some groups might stop after each lesson, others might do two or even three lessons on any given day. You will become familiar with the learners' capabilities and be able to adjust the instruction accordingly.

If a unit is not completed in one day's lesson, give the word cards just completed to the learners for them to work with in preparation for the next lesson just as if the whole lesson had been completed. Also, assign workbook activities as appropriate either for homework or for class practice. In the next lesson, repeat the unit.

Much valuable home practice can be provided to the learners if you tape record yourself reading the passages. Identify each passage on the tape by title and page number. Give these tapes to the learners to use as review by following along in their books as you read the passages on tape they have been studying.

At the end of each textbook, there are expansion exercises for further activities to be carried out which will allow you to tailor the set vocabulary to the particular interests of the learners as well as giving writing and word identification practice.

Tutor Directions Chapter One

IMPORTANT: Read "General Directions" in front of book before proceeding. For more detailed scripting of possible tutor/Learners interaction, see "Scripting" *Read On! II Instructor's Guide.*

Notes for Chapter One of *The Vote.* You will be given extremely detailed instructions for guiding the lessons in this chapter. This first chapter with its words to be learned might cover several lessons. Subsequent chapters might take less time. Use your judgment as to how much your Learners are able to absorb during the direct teaching (Sight words, Pattern, Phonics) of a session and what will have to be reinforced in the activities.

Prompt and reread to the Learners during the lessons. Writing assignments, games using the word cards, language experience activities and the workbooks are additional ways of providing needed repetition and reinforcement. The units can be read again and again during sessions. This modeling is a very effective way of teaching both actual words and the idea of sound/symbol relationship. The units can also be suggested as home reading between lessons.

Recording the whole story (indicating chapter breaks) for the Learners to read along with will provide additional practice. This practice will both speed up learning of the target words and extend the peripheral learning of non-target words.

Recording the lesson unit by unit, listing the sight words to be written and practiced, as well as the pattern to be learned, will provide an opportunity for independent study or peer work in each lesson. This recording could also provide additional, independent study for the beginning Learners in a small group or classroom situation. If you decide to make this kind of a recording, be sure to include pauses for Learner responses.

Instructions

Setting the Context
Tutor—Look at the title of the story. [Point, read] It says The Vote. What do you think the story might be about? [Wait for responses, discuss what voting can be]. Now look at the picture. What does it tell you about details in the story. (Discussion) [Give positive response]

Tutor—Because I've read the story, I can tell you that it is a science fiction story about a visit from beings from the star system Vega. Do you like to watch science fiction stories on TV or at the movies? What do you like or not like about them? (Discussion)

Tutor—[Read the entire story (page 54) at this time with Learners following along silently. Then come back to this point and begin the chapter-by-chapter reading and instruction.]

Tutor—Now, I'll read the first chapter of the story and you read along silently. Notice these words in regular type. These are the ones we will be studying in our next lessons. You might know some of them. [Read by sentences, phrases, finger sliding under words.]

31A Sight Words /coffee, blue, green, small, eyes/
Tutor—The words we're going to study first are in the first unit of the story. I'll read first. Then you read the unit with me [echo reading].

Tutor/Learners—[Read the unit. Then, Learners repeat it with you, each using his/her finger to follow at speed in their books.]

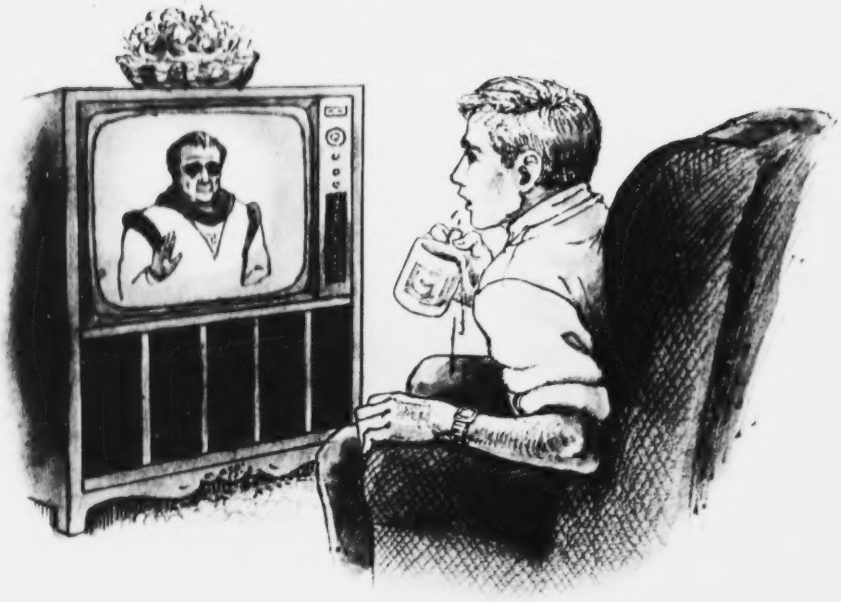
Tutor—We'll study these words in the first unit. They will be a great help in reading the rest of the story. [Point to each word in regular type and say it as you point.] **coffee, blue, green, small, eyes**

Tutor—Now, you pick out the words and each of you read one. [If a Learner hesitates a long time, say the word while pointing to it.]

Learners—coffee, blue, green, small, eyes

Tutor—Yes, **coffee, blue, green, small, eyes.** [Quickly read the unit again. Put the sentences back together with the right intonation.]

Tutor—Now copy the words we're learning from the story on these separate cards. If you already know how to read the word, copy it anyway so you'll have the word card to use in other activities we'll be doing. (Learners copy the words.)



CHAPTER ONE:

"Greetings, People of Earth"

July 22, 1994:

Unit 31A

This morning, while I was reading the paper and drinking my coffee, the TV made a **loud sound.**

I looked up and spit coffee all over myself. The **smiling** news **anchor** was gone. In her place was an **odd** looking man with blue skin and green hair. His ears **seemed much** too small for his head, while his eyes **seemed much** too big.

/coffee, blue, green, small, eyes/

Tutor—Look at your word cards and read them to me. [Read any word the Learner hesitates on.]

Learners—coffee, blue, green, small, eyes

Tutor—0.K. I'm going to mix up the cards, and you read them to me. If you don't know a word, match the word card with the word in the sentence, then read it. We'll go through the card collection three times.

Learners—(Read the words in order given by the tutor.)

Tutor—0.K. Now, I'm going to build a group of words. You read them after me. [Assume vocabulary from previous lessons, use the new cards, writing in the other words, and build a word group such as: **I have blue eyes.** Read it, and have the Learners read it after you. Go over it again until it is read as a unit and not word-by-word or syllable-by-syllable. READ IN MEANINGFUL UNITS.]

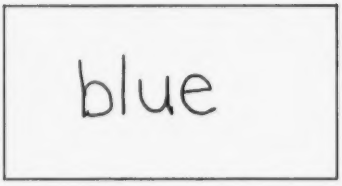
Learners—(Read)

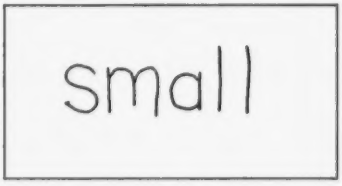
Phonics /sm/
Tutor—Sometimes two or more consonants are written together and their sounds blend. The **s** and **m** in the word **small** do this blending. Get your word card for **small.** If you cover the **s,** what word do you have? [Write the word **mall** as you speak.] **Mall** is the word. Put **s** in front of **mall** and you have our sight word. (**small**) Right—what other words begin with the **s-m** blend? (**smell, smart, smoke**)

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns. Otherwise go on to Unit 31B.

Your word cards might look like this:





31B Sight Words /station, fire, person, trouble, waited/
Tutor—Now I'll read the sentences in Unit 31B. Then you and I will read them at the same time [echo reading]. [Read]

Tutor—Here are the new words you're going to learn: **station, fire, person, trouble, waited.** [Point to the word as you say it.] Copy each word on a word card, saying each one as you write it.

Learners— (Write, say)

Tutor—[Teach sight words as shown in Unit 31A or see the *Read On! II Instructor's Guide*—review/mixing the order of the cards/read through the card three or more times/making phrases or sentences with cards and writing sentences with the new words such as: **The person waited by the car.]**

Assisted Reading
Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns. Otherwise go on to Unit 31C.

Unit 31B

I laughed. "Someone's going to be in **trouble** for this," I thought. I wondered if the station would fire the person who had made the mistake. I waited for the news to come back on. After a few **seconds** I hit a **button** and **changed** the **channel**. But the man was still there. I **changed** it again. He was still there.

/station, fire, person, trouble, waited/

31C Sight Words /kind, cold, Earth, joke/
Tutor—I'll read these sentences, then you read with me [echo reading].

Tutor—These are the words we're going to study: **kind, cold, Earth, joke.** [Point to each word as you say it.] Copy them on word cards, saying each one as you write it.

Learners—(Write, Say)

Tutor—[Teach sight words as shown in Unit 31A or see the *Read On.! II Instructor's Guide*—review/mixing the order of the cards/read through the card three or more times/making phrases or sentences with cards and writing sentences with the new words such as: **The kind man waited.**]

Pattern 1 /-ind/
Tutor—Get your word card for **kind.** [Write **kind** on a sheet of paper in a notebook or on a chalkboard that all the Learners can see.] If this word is **kind,** what is this word? [Write **find** as you say the word. Write words under each other so that the pattern lines up. Wait for Learner's response.] And this word? (**blind**)

What other words can you make just by replacing the beginning sound of a word? I'll write them down as you tell me, then we'll read them together. [Write, ask for meanings]

Learners—(Try other sounds, some nonsense, some unknown words, some actual words.)

Tutor—Look at the list of words that we've come up with. [Read the list quickly] What is the same in all the words? [Accept either **i-n-d** or **ind]** Right, the **ind** part stays the same. We say these words rhyme because they all have the same ending sound. Listen. [Read the list again quickly.] Read the list with me. Can you think of any other words that are in that rhyming pattern — that sound the same? [Discuss whether or not the words/syllables given are real or nonsense words. Treat it as a game—a learning game.]

Learners—(Read, respond with any new words.)

Unit 31C

He was on all 47 **channels**.

"**Greetings**, people of Earth," he said. "This is a **stupid** joke," I thought.

But what kind of joke could put a man on all 47 **channels**? My skin **felt** cold. Something was **terribly** wrong.

/kind, cold, Earth, joke/

Tutor—Get your notebooks and write **-ind** at the top of the page. Make a list of all the words you know in the **-ind** pattern. [Have Learners write the words in their notebooks. Ask them to make a sentence for each word.]

Pattern 2 /-oke/

Tutor—Now we'll learn some words in the **-oke** pattern. If this word is **oke,** what is this word? [As you speak, write **poke** on a chalkboard; on a sheet of paper that the Learners can see; or on a easel pad; etc. Wait for Learners' response.] And what is **(? ?)**

Now, write **-oke** at the top of a page in your notebook. Under it write **joke;** under that write **poke,** lining up the **-oke** part of the words. [Read words quickly] What other words that rhyme with **joke** and **poke** can you add to our list? [Accept any other words in the pattern that they suggest. Discuss meaning.]

Assisted Reading

Tutor—Read the unit silently while I read it aloud. [Read] Now read it with me speaking at the same time [echo reading]. [Read] Now we'll read it together: You read the words you know, and I'll read the others [shared reading]. [Read]

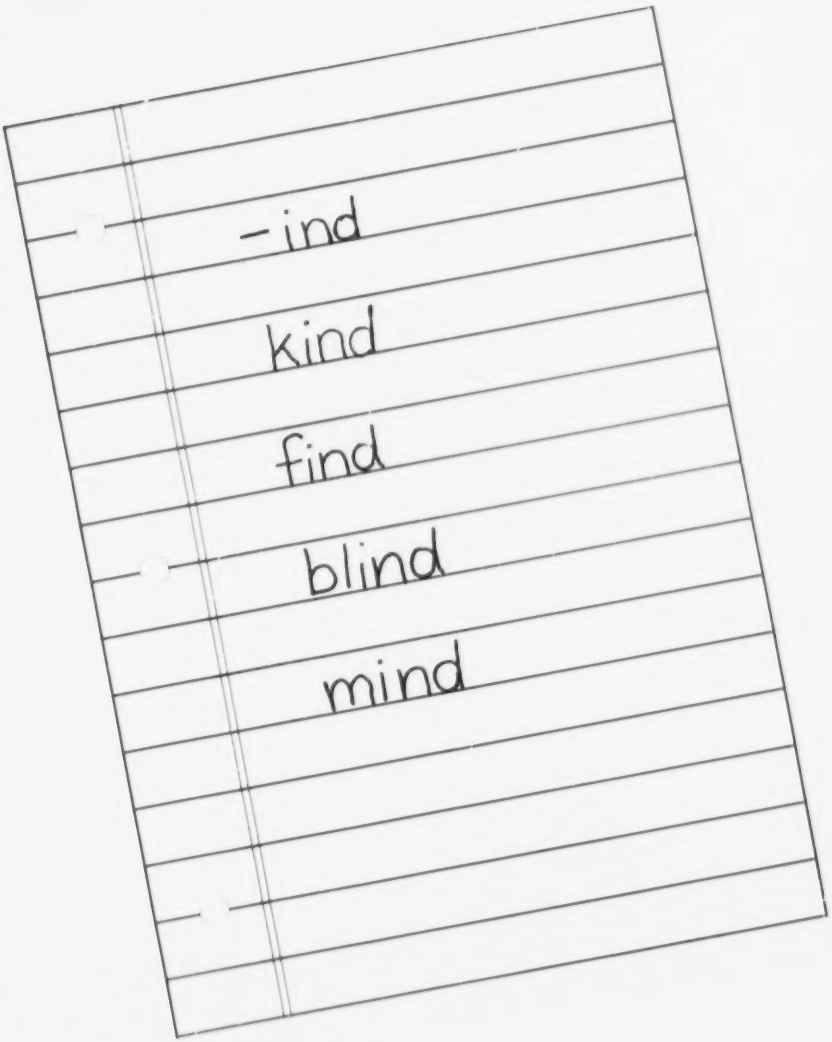
End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Your notebook pattern page might look like this:



Plus any other words in the pattern you want.

Unit 32

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In the last unit an amazing thing happened! Tell me what you remember about it. (Discuss) Why would the blue skinned man say "People of Earth"? (Discuss) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

32A Sight Words /unless, nothing, part, scared, feel, victim, crisis/
Tutor/Learners—[Read Unit 32A, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **The victim was scared. I will have nothing to wear unless I wear a green dress.**]

Pattern 1 /un-/
Tutor—[Teach words in the **un** pattern as in **until, unseen, under.**] Get your word card for **unless** and read it. If this word is **unless,** what is this word?" (**until, unseen, under**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Accept any word, syllable as part of a word, discuss meanings, add to list.

Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-art/
Tutor—[Have Learners find the word card for **part** and read it aloud. Teach pattern **-art** as above. (**smart, art**)]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

NOTE: If end of the lesson, go to the accompaning workbook for integrated activities or to the "Suggested Activities" at the end of Textbook or do writing activities which reflect the individual Learner's interests and concerns.

CHAPTER TWO:

The Light Goes Out

Unit 32 A

"What I am going to tell you will not make **sense** unless you know two things," said the blue skinned man.

As far as I was **concerned**, nothing made **sense** right now.

"First, we are not here to **threaten** you."

It was such an **odd** thing to say, I wanted to laugh. But part of me was too scared. I **wished Sibby** was here. I would feel better with her beside me.

But **Sibby** was gone, a victim of the Air Crisis of 1992.

/unless, nothing, part, scared, feel, victim, crisis/

32B Sight Words /prove, please, accept, then/

Tutor—[Read Unit 32B, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each sight word as you say it. Learners copy onto word cards, saying each word as it is written. Teach sight words with cards as you did previously: review, match to story/mix the order of the cards/add word cards of previously learned words/make phrases or sentences with cards such as: **Please prove it to me. Then I will accept it.**]

Pattern /-en/
Tutor—[Teach words in the **-en** pattern.] If this word is **then,** what is this word? (**men, amen, Ben**) [Write the word as you say it. Wait for Learners response.] Have Learners suggest new words. Accept any word, syllable as part of word, discuss meanings, add to list. Have Learners write the pattern and pattern words in their notebooks.]

Assisted Reading
Tutor—[Read the sentences first, Learners following silently. Then read them together (echo reading). Then read a third time; Learners read the words they know, you read the others (shared reading).]

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

The blue man spoke again. "Second, you must know that we can do what we say. I will now prove that to you. Please do not be **frightened**. This is just to help you accept what I am saying."

I picked up my coffee. My hand was shaking.

And then the light went out. Not the lights — the light! All the light, everywhere in the **world**.

/prove, please, accept, then/

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Can you imagine how you would feel if all the light in the world went out? (Discuss) Who do you think Sibby was? (Discuss) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Tutor—[Discuss **Vegan/stars/Earth's sun as a star.]**

Sight Words /darkness, surprise, power, soon, rubbed, blinked, dirty, sky, across, Vegan, Starfleet, peace/

Tutor/Learners—[Read Unit, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **My hand was dirty when I rubbed my eyes. We want peace across the world soon.]**

Pattern /-ness/
Tutor—[Teach words in the **-ness** pattern as in **darkness.]** Get your word card for **darkness** and read it. If this word is darkness, what is this word? (**sadness, happiness**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

CHAPTER THREE:

The Vegan Starfleet

Unit 33

The darkness was everywhere. Even the sun **seemed** to have gone out. I yelled in surprise and **fright**.

"Do not be **afraid**," said the voice from the TV. "We will **restore** the light soon."

How could the TV work with no power? But this was not a power **loss**. It was a light **loss**.

The light came back. I rubbed my eyes and blinked.

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

"If you can go outside, do so," said the blue man.

I don't like to go outside; the air is too dirty. But I went. So did hundreds of other people. A **humming** sound filled the sky. We looked up to see a **line** of red **ships stretched** across the sky.

"This is the Vegan Starfleet," said the voice. "It comes in peace."

"If you come in peace," I thought, "then why are there **so many** of you?"

/darkness, surprise, power, soon, rubbed, blinked, dirty, sky, across, Vegan, Starfleet, peace/

3 1/2

Unit 34

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] The Vegan is telling them to go outside. Why doesn't the storyteller want to go outside? Do you think his reasons were good ones? In this lesson the Vegan is showing some picture on the TV—and some of them are far from pretty! (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /slowly, pictures, world, screen, suddenly, forgive, us, understand, must, beautiful, happy, great/

Tutor/Learners—[Read Unit, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **I like happy pictures on TV. People must forgive us if they understand.]**

CHAPTER FOUR:

Another World

Unit 34

Some people **cried**. Others **screamed**. The man next to me **crossed himself**. The man next to him **fainted**.

"Please do not **panic**," said the voice, which now came right from the sky. "Go home. We have wonders to **show** you."

Slowly people **drifted** inside. Ann, a neighbor, came with me. The TV was **showing** pictures of the Vegan starfleet. A news **announcer** said it **circled** the world.

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

Suddenly the blue skinned man was on the screen again.

"Forgive us if we **frightened** you. But you must understand our power before you can understand our **offer**."

Ann was **leaning** against me. I could feel her **tremble**. "They can do anything," she said.

The picture **changed**.

"This is our home," said the **alien**. A beautiful world **appeared** on the screen. We saw picture after picture of **clean cities**, happy people, great **forests**. No one looked **hungry**. No one **seemed** sick.

"Now," said the Vegan, "let me tell you why we are here."

/slowly, pictures, world, screen, suddenly, forgive, us, understand, must, beautiful, happy, great/

Unit 35

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] The Vegan showed beautiful pictures of his world. Did it make you wish you lived there? But why is he showing these to our world? Maybe we'll find out in this next lesson. (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

35A **Sight Words** /many, war, terrorism, men, women, children, streets, bombs, yellow, seen, felt, hot, these, problems, age, appeared/

Tutor/Learners—[Read Unit 35, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Bombs are used in terrorism. Men, women and children went to the State Fair.**]

CHAPTER FIVE:

The Vegan Offer

Unit 35

"You have many troubles," said the Vegan. "War... **poverty**... **hunger**... terrorism." As he spoke, **ugly** pictures **flowed** across the screen, **followed** by pictures of the **poor**, the **hungry**. I saw **young** men and women **dying** in **battle**. I saw children lying on **dusty** streets, their **bellies swollen** with **hunger**. I **watched** bombs **explode among rushing crowds**. More pictures **followed**: a **forest**, yellow and **dying**; a river thick with **sludge**; the remains of **Chicago**.

Pattern 1 /-ot/
Tutor—[Teach words in the **-ot** pattern as in **hot.**] Get your word card for **hot** and read it. If this word is **hot**, what is this word? **(pot, cot, spot, not, lottery)**

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Dicuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-age/
Tutor—[Have Learners find word card for **age** and read it aloud. Teach pattern **-age** as above. **(rage, page, damage, manage)**]

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

I had seen all this before. But now I felt my **cheeks grow** hot with **shame**. I didn't like to have **visitors** from another world know about these things. I was **ashamed** because I knew we should have done more to **fix** them.

I knew that **I** should have done more.

"Do not feel bad," said the Vegan, as if he was reading my mind. "**Once** we too had these problems. But we have **solved** them. Now we have come to **offer** you our **solutions**."

He appeared on the screen again.

"Just think," he said. "No more war, or **hunger**, or **disease**. We have **cures** for the mind and the body that can take you to a **Golden** Age."

Ann moved closer to me. "What do they want in return?" she **whispered**.

I **shook** my head. I didn't know.

/many, war, terrorism, men, women, children, streets, bombs, yellow, seen, felt, hot, these, problems, age, appeared/

Unit 36

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] The pictures of our world were sad and frightening, weren't they? Especially when we compare them with the beautiful world of Vega. But what would we have to do to make our world like the Vegan's? Let's read more about the Vegan offer. (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /teach, yourselves, offer, trade, until, laws, schools, tools, clean, heal, smiled/

Tutor/Learners—[Read Unit 36, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Some schools have tools to teach you a trade. A clean cut will heal.**]

Pattern 1 /-each/
Tutor—[Teach words in the **-each** pattern as in **teach**.] Get your word card for **teach** and read it. If this word is **teach,** what is this word? (**peach, beach**)

[As you speak, write the word. Wait for Learner's response after each word. Have Learners suggest new words. Discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-ade/
Tutor—[Have Learners find word card for **trade** and read it aloud. Teach pattern **-ade** as above. (**parade, lemonade, jade, upgrade**)]

Pattern 3 Compound word—/yourselves/
Tutor—[Have Learners get word card for **yourselves**. Explain that **yourselves** is what we call a compound word—two words in one—**your** and **selves**. When we say **yourself**, we are saying **you**; if we say **yourselves**, we mean all of you.]

End of Chapter Assisted Reading

(1) Read chapter to Learners (2) Read chapter with Learners [echo reading] (3) Read chapter with Learners [shared reading].

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text) (2) do integrated workbook activities (3) see additional "Suggested Activities" at end of text.]

CHAPTER SIX:

The Vegan Choice

Unit 36

"Here is the **choice** we bring you," said the Vegan. "We will teach you what we know. Or we will **leave**, and let you find it out for yourselves, as we did. But you should understand that you may not live through the **process**. Your world has reached a danger **point**. You have too many bombs. You have too many **weapons**. You may **destroy** your world.

"**However**, what we offer is **also dangerous** — tools and powers greater than any you now **possess**. If we just gave them to you, you would **destroy** your world for **certain**.

"So we offer this trade. Put yourselves in our hands. Let us care for your world, until you are **ready** to do the job **properly**. You will have to give up making your own laws, of course. We will do that job. We will run your schools. We will **choose** what your **factories** make. We will **distribute** the **products**.

"But we will give you **amazing** new tools. We will clean your water and take the poison from your air. We will **feed** your **hungry**, **clothe** your **poor**, heal your sick."

He smiled. "Of course, you could do these things yourself, if you **really wanted to. But then,you already know that, don't you?**"

/teach, yourselves, offer, trade, until, laws, schools, tools, clean, heal, smiled/

Unit 37

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] Now we know what the Vegans want from us. Are we willing to give up making our own laws, running our own schools and factories? It would be wonderful to have the beautiful Vegan world, however. What do you think? (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /important, sleep, vote, grow, open, finger, almost, half, end, black, yes/

Tutor/Learners—[Read Unit 37, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **It is important to vote. The end of his finger was almost black with a bruise.**]

CHAPTER SEVEN:

The Big Sleep

Unit 37

The Vegan stopped **smiling**. "The **choice** you face is too important to be made by **politicians**. It must be made by the people –- all the people. This, too, we can make **possible**.

"Soon you will fall into a sleep. After you do, we will **prepare** you for the vote. When that is done, we will **leave** so that you can think about our offer.

"In **eight** days, we will return. Then, it will be time for you to vote."

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

His voice was kind. Even so, I began to shake as I felt myself grow **sleepy**. I put my arms around **Ann**, and she **moved** closer to me.

When I woke, **Ann** was still beside me. Her hands lay open in her lap. In her right **palm** was a strip of something **shiny** and blue.

I looked at my own hand. I had a **strip**, too. I ran my finger over it. The **shiny** blue **strip** felt like part of my own skin, almost as if it had **grown** there.

I looked at it more closely. It was about half an **inch** wide, and an **inch** long. At each end was a black **circle**, about the **size** of my **fingertip**.

Inside one **circle** was the **word** YES.

Inside the other it said NO.

/important, sleep, vote, grow, open, finger, almost, half, end, black, yes/

Unit 38

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] A choice has to be made in only eight days! There's so much to think about before then. How would you feel if you had a "yes" and "no" strip on your hand and knew you would have to vote? (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /later, walked, coming, words, television, country, knew, wasn't, science, choice, history, future/

Tutor/Learners—[Read Unit 38, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **Our history is our past. Science will change the future of our country.**]

Tutor—In this lesson we read the words **alien menace**. An **alien** is a person who belongs to another country. In this case the **alien** belongs to another planet. If we say something is a **menace**, we mean that it is a danger that threatens us.

CHAPTER EIGHT:

It's Up to Us

Unit 38

Ann woke up a few **seconds** later. We walked outside. The sky was **empty**. The Vegans had gone.

"Do you **believe** them?" she asked me. I **shook** my head. "I don't know. I don't know what to think."

Other people were coming out of their homes. Everyone was talking. Fights broke out — **first** with words, then with **fists**. I was glad the Vegans had gone. I was **ashamed**.

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

We went back inside. The president was on television, making a **speech** about what the country would do to put an end to the **alien menace**. But it was just words. The Vegans were too **powerful** for **us**. I knew it. The president knew it. Everyone knew it.

Besides, I wasn't sure they were a **menace**. After all, with their power, their science, they could have just **taken** over. But they didn't.

So maybe the choice was **really** up to us. I looked at my hand and began to laugh.

"What's so **funny**?" said Ann.

I looked at my open **palm**. "The Vegans have made a joke," I said. "For the **first** time in history, our future **really** is in our hands!"

/later, walked, coming, words, television, country, knew, wasn't, science, choice, history, future/

Unit 39

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] The Vegan offer is causing a lot of trouble! Do you think the Vegans are a menace? (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /town, freedom, else, mayor, aren't, lives, nuke, hope, seemed, overnight/

Tutor/Learners—[Read Unit 39, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **We vote for the mayor of our town.**]

CHAPTER NINE:

War of the Words

Unit 39

July 23, 1994

The next day **Ann** and I went to the town hall. It was **crowded**, for hundreds of people had come to talk about the Vegan offer.

"I was in the last war," said a man. "I **fought** to **protect** our freedom. I didn't want other people to make choices for me. I say 'no' to the Vegans."

Pattern /-ives/

Tutor—[Teach words in the **-ives** pattern as in **lives.**] Get your word card for **lives** and read it. If this word is **lives**, what is this word? (**wives, hives, dives**)

[Wait for a response after each word.
Have Learners suggest new words. Discuss meanings, add to list.
Have Learners write pattern and patterned words in their notebooks.]

Tutor—**Nuke** is slang for **nuclear** weapons.

End of Chapter Assisted Reading

(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities

[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

"I was in the war, too," said a tall woman. "I saw men and women **lose** their legs, their arms, their eyes. I saw children with the skin **burned** off their bodies. I know we don't need another war. I say 'yes' to the Vegans."

"They'll make us **slaves**!" yelled someone **behind** me.

"They could do that **without** a vote," said someone else.

The mayor called for order. "Look at **us**," said another man. "We aren't **hungry**, or **poor**. Most of us live long, **healthy** lives. Why should we give **control** to the Vegans?"

But what about the others? I wondered—the ones who are sick and poor and **dying**. Should we vote "no" just because we're **comfortable**?

The **debates** went on all day. That night the television **showed** more **debates**. **Signs** like "Nuke the Vegans!" and "Vote Vegan — it's our only hope" seemed to **sprout** overnight. People could talk of nothing else. And the day of the vote **drew** closer.

/town, freedom, else, mayor, aren't, lives, nuke, hope, seemed, overnight/

Unit 40

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] In the last lesson we read that some people wanted no more war and others felt that they should fight to protect their freedom. How would you feel? (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /village, matter, afternoon, heard, dignity, mess, life, parents, rule/

Tutor/Learners—[Read Unit 40, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **A village is smaller than a town. In our young life, we live under our parents rule.**]

Pattern 1 /-ter/
Tutor—[Teach words in the **-ter** pattern as in **matter**.] Get your word card for **matter** and read it. If this word is **matter**, what is this word? (**patter, scatter, yesterday, after**)

[As you speak, write the word. Wait for Learners' response after each word. Have Learners suggest new words. Discuss meanings, add to list. Have Learners write pattern and patterned words in their notebooks.]

Pattern 2 /-ess/
Tutor—[Have Learners find the word card for **mess** and read it aloud. Teach pattern **-ess** as above. (**stress, confess, distress, success**)]

Tutor—Find **rule** in your word cards. [Wait for students to locate word.] A **rule** can be a measure of length or width, and it can also be a custom or a habit of doing something. What **rules** do we have here in class?

End of Chapter Assisted Reading
(1) Read chapter to Learners
(2) Read chapter with Learners [echo reading]
(3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]

CHAPTER TEN

The Tally Screens

Unit 40

July 30, 1994

Last night a huge screen **appeared** in the **center** of our town. **According** to the news, such screens have **appeared** in the every city block, in every town on every block of every city in the world. They have appeared in every town, every village, no matter how small.

They are **tally** screens. This afternoon they will **record** the votes of **six billion** people as we **choose whether** we will rule our own **future** or give **control** to the Vegans.

My mind is **spinning** with all I have heard this week, all the words about the poor and the sick and the **dying**, about freedom and power and dignity.

I don't want other people to run our world. But when I look around, when I see what a mess it is, when I think of the bombs that can end all life, I feel **afraid**.

I don't know if we are grown up enough to take care of **ourselves**.

Ann is staying with me. Last night I looked at pictures. I stared at the faces of my parents, and of Sibby. These were the three people I loved most in the world. I **believe** they would be alive now, if we had Vegan science.

But my father — so proud and free — would he have wanted to live **under** someone else's rule?

Do I?

/village, matter, afternoon, heard, dignity, mess, life, parents, rule/

Unit 41

Setting the Context
Tutor/Learners—[Introduce/ask about/discuss the topic/read previous unit.] How do you feel when you look at pictures of friends and relatives who have died? We wish that science had found a way to keep them alive. That's one of the Vegan promises. But that means giving up our freedom, doesn't it? (Discussion) [Tutor give positive response. Read whole chapter by sentences, phrases, finger sliding under words. Learners follow silently.]

Sight Words /strip, despair, wonder, die, minutes, between, starry, path/

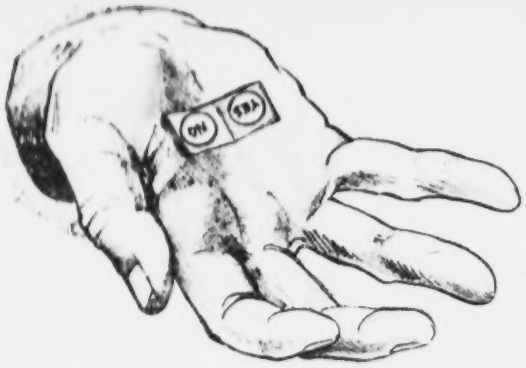
Tutor/Learners—[Read Unit 41, Learners follow silently; Learners then read aloud with you (echo reading). Tutor point to each word as you say it. Learners copy words on word cards, saying each one as it is written. Teach sight words as previously shown: review/mix the order of the cards/add word cards of previously learned words/make phrases with cards such as: **She was in despair when she missed the last bus by minutes.**]

Tutor—There's some interesting words in this lesson. We say we are in despair when we are very sad. The storyteller speaks of our "**sad and starry path**". He's speaking almost in poetry. He says "**sad**" because it will take us so long to learn all the science that Vega already knows and yet, if we do, we can climb to the stars by our own efforts.

Phonics /str/
Tutor—Sometimes two or more consonants are written together and their sounds blend. The **s, t,** and **r** in the word **strip** do this blending. Get your word card for **strip**. If you cover the **s and t**, what word do you have? [Write the word **rip** as you speak.] **Rip** is the word. Put the **t** in front of **rip**, and what word do you have? (**trip**) Right! Now put the **s** in front of **trip**, and you have our sight word. (**strip**) What other words begin with the **s-t-r** blend? (**street, stream, strong**)

End of Chapter Assisted Reading
(1) Read chapter to Learners (2) Read chapter with Learners [echo reading] (3) Read chapter with Learners [shared reading]

End of Chapter Activities
[Have Learners (1) make word cards for words in pattern (listed on card in back of text); (2) do integrated workbook activities; (3) see additional "Suggested Activities" at end of text.]



CHAPTER ELEVEN:

The Last Vote?

Unit 41

I am in my home looking at the strip in my hand. I am thinking of all I have been, all I have done, all I want to do.

I am thinking of **Sibby**, cold and still, and how Vegan medicine might have **saved** her.

I think of our **glory** and our despair. I think of all we do to one another in the name of love, of peace, of freedom — all the good and all the bad.

I think of how far we have come in just a few thousand years. I think of how far there is to go and how many people will **suffer** and die before we get there.

I think of all these things and I wonder what I will do in five minutes when the Vegans ask me to **choose** between the **riches** they offer and the freedom to find our own sad and starry path.

I look at the strip on my hand and I wonder.

/strip, despair, wonder, die, minutes, between, starry, path/

CHAPTER ONE:

"Greetings, People of Earth"

July 22, 1994:

This morning, while I was reading the paper and drinking my coffee, the TV made a **loud sound.**

I looked up and spit coffee all over myself. The **smiling** news **anchor** was gone. In her place was an **odd** looking man with blue skin and green hair. His ears **seemed much** too small for his head, while his eyes **seemed much** too big.

I laughed. "Someone's going to be in **trouble** for this," I thought. I wondered if the station would fire the person who had made the mistake. I waited for the news to come back on. After a few **seconds** I hit a **button** and **changed** the **channel**. But the man was still there. I **changed** it again. He was still there.

He was on all 47 **channels**.

"**Greetings**, people of Earth," he said. "This is a **stupid** joke," I thought.

But what kind of joke could put a man on all 47 **channels**? My skin **felt** cold. Something was **terribly** wrong.

CHAPTER TWO:

The Light Goes Out

"What I am going to tell you will not make **sense** unless you know two things," said the blue skinned man.

As far as I was **concerned**, nothing made **sense** right now.

"First, we are not here to **threaten** you."

It was such an **odd** thing to say, I wanted to laugh. But part of me was too scared. I **wished Sibby** was here. I would feel better with her beside me.

But **Sibby** was gone, a victim of the Air Crisis of 1992.

The blue man spoke again. "Second, you must know that we can do what we say. I will now prove that to you. Please do not be **frightened**. This is just to help you accept what I am saying."

I picked up my coffee. My hand was shaking.

And then the light went out. Not the lights — the light! All the light, everywhere in the **world**.

CHAPTER THREE:

The Vegan Starfleet

The darkness was everywhere. Even the sun seemed to have gone out. I yelled in surprise and **fright**.

"Do not be **afraid**," said the voice from the TV. "We will **restore** the light soon."

How could the TV work with no power? But this was not a power **loss**. It was a light **loss**.

The light came back. I rubbed my eyes and blinked.

"If you can go outside, do so," said the blue man.

I don't like to go outside; the air is too dirty. But I went. So did hundreds of other people. A **humming** sound filled the sky. We looked up to see a **line** of red **ships stretched** across the sky.

"This is the Vegan Starfleet," said the voice. "It comes in peace."

"If you come in peace," I thought, "then why are there **so many** of you?"

CHAPTER FOUR:

Another World

Some people **cried**. Others **screamed**. The man next to me **crossed himself**. The man next to him **fainted**.

"Please do not **panic**," said the voice, which now came right from the sky. "Go home. We have wonders to **show** you."

Slowly people **drifted** inside. Ann, a neighbor, came with me. The TV was **showing** pictures of the Vegan starfleet. A news **announcer** said it **circled** the world.

Suddenly the blue skinned man was on the screen again.

"Forgive us if we **frightened** you. But you must understand our power before you can understand our **offer**."

Ann was **leaning** against me. I could feel her **tremble**. "They can do anything," she said.

The picture **changed**.

"This is our home," said the **alien**. A beautiful world **appeared** on the screen. We saw picture after picture of **clean cities**, happy people, great **forests**. No one looked **hungry**. No one **seemed** sick.

"Now," said the Vegan, "let me tell you why we are here."

CHAPTER FIVE:

The Vegan Offer

"You have many troubles," said the Vegan. "War . . . **poverty** . . . **hunger** . . . terrorism." As he spoke, **ugly** pictures **flowed** across the screen, **followed** by pictures of the **poor**, the **hungry**. I saw **young** men and women **dying** in **battle**. I saw children lying on **dusty** streets, their **bellies swollen** with **hunger**. I **watched** bombs **explode among rushing crowds**. More pictures **followed**: a **forest**, yellow and **dying**; a river thick with **sludge**; the remains of **Chicago**.

I had seen all this before. But now I felt my **cheeks grow** hot with **shame**. I didn't like to have **visitors** from another world know about these things. I was **ashamed** because I knew we should have done more to **fix** them.

I knew that **I** should have done more.

"Do not feel bad," said the Vegan, as if he was reading my mind. "**Once** we too had these problems. But we have **solved** them. Now we have come to **offer** you our **solutions**."

He appeared on the screen again.

"Just think," he said. "No more war, or **hunger**, or **disease**. We have **cures** for the mind and the body that can take you to a **Golden** Age."

Ann moved closer to me. "What do they want in return?" she **whispered**.

I **shook** my head. I didn't know.

CHAPTER SIX:

The Vegan Choice

"Here is the **choice** we bring you," said the Vegan. "We will teach you what we know. Or we will **leave**, and let you find it out for yourselves, as we did. But you should understand that you may not live through the **process**. Your world has reached a danger **point**. You have too many bombs. You have too many **weapons**. You may **destroy** your world.

"**However**, what we offer is **also dangerous** — tools and powers greater than any you now **possess**. If we just gave them to you, you would **destroy** your world for **certain**.

"So we offer this trade. Put yourselves in our hands. Let us care for your world, until you are **ready** to do the job **properly**. You will have to give up making your own laws, of course. We will do that job. We will run your schools. We will **choose** what your **factories** make. We will **distribute** the **products**.

"But we will give you **amazing** new tools. We will clean your water and take the poison from your air. We will **feed** your **hungry**, **clothe** your **poor**, heal your sick."

He smiled. "Of course, you could do these things yourself, if you **really wanted to. But then,you already know that, don't you?**"

CHAPTER SEVEN:

The Big Sleep

The Vegan stopped smiling. "The **choice** you face is too important to be made by **politicians**. It must be made by the people — all the people. This, too, we can make **possible**.

"Soon you will fall into a sleep. After you do, we will **prepare** you for the vote. When that is done, we will **leave** so that you can think about our offer.

"In **eight** days, we will return. Then, it will be time for you to vote."

His voice was kind. Even so, I began to shake as I felt myself grow **sleepy**. I put my arms around **Ann**, and she **moved** closer to me.

When I woke, **Ann** was still beside me. Her hands lay open in her lap. In her right **palm** was a strip of something **shiny** and blue.

I looked at my own hand. I had a **strip**, too. I ran my finger over it. The **shiny** blue **strip** felt like part of my own skin, almost as if it had **grown** there.

I looked at it more closely. It was about half an **inch** wide, and an **inch** long. At each end was a black **circle**, about the **size** of my **fingertip**.

Inside one **circle** was the **word** YES.

Inside the other it said NO.

CHAPTER EIGHT:

It's Up to Us

Ann woke up a few **seconds** later. We walked outside. The sky was **empty**. The Vegans had gone.

"Do you **believe** them?" she asked me. I **shook** my head. "I don't know. I don't know what to think."

Other people were coming out of their homes. Everyone was talking. Fights broke out — **first** with words, then with **fists**. I was glad the Vegans had gone. I was **ashamed**.

We went back inside. The president was on television, making a **speech** about what the country would do to put an end to the **alien menace**. But it was just words. The Vegans were too **powerful** for **us**. I knew it. The president knew it. Everyone knew it.

Besides, I wasn't sure they were a **menace**. After all, with their power, their science, they could have just **taken** over. But they didn't.

So maybe the choice was **really** up to us. I looked at my hand and began to laugh.

"What's so **funny**?" said Ann.

I looked at my open **palm**. "The Vegans have made a joke," I said. "For the **first** time in history, our future **really** is in our hands!"

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CHAPTER NINE:

War of the Words

July 23, 1994

The next day **Ann** and I went to the town hall. It was **crowded**, for hundreds of people had come to talk about the Vegan offer.

"I was in the last war," said a man. "I **fought** to **protect** our freedom. I didn't want other people to make choices for me. I say 'no' to the Vegans."

"I was in the war, too," said a tall woman. "I saw men and women **lose** their legs, their arms, their eyes. I saw children with the skin **burned** off their bodies. I know we don't need another war. I say 'yes' to the Vegans."

"They'll make us **slaves**!" yelled someone **behind** me.

"They could do that **without** a vote," said someone else.

The mayor called for order. "Look at **us**," said another man. "We aren't **hungry**, or **poor**. Most of us live long, **healthy** lives. Why should we give **control** to the Vegans?"

But what about the others? I wondered—the ones who are sick and poor and **dying**. Should we vote "no" just because we're **comfortable**?

The **debates** went on all day. That night the television **showed** more **debates**. **Signs** like "Nuke the Vegans!" and "Vote Vegan — it's our only hope" seemed to **sprout** overnight. People could talk of nothing else. And the day of the vote **drew** closer.

CHAPTER TEN

The Tally Screens

July 30, 1994

Last night a huge screen **appeared** in the **center** of our town. **According** to the news, such screens have **appeared** in the every city block, in every town on every block of every city in the world. They have appeared in every town, every village, no matter how small.

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But my father — so proud and free — would he have wanted to live **under** someone else's rule?

Do I?

CHAPTER ELEVEN:

The Last Vote?

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I am thinking of **Sibby**, cold and still, and how Vegan medicine might have **saved** her.

I think of our **glory** and our despair. I think of all we do to one another in the name of love, of peace, of freedom — all the good and all the bad.

I think of how far we have come in just a few thousand years. I think of how far there is to go and how many people will **suffer** and die before we get there.

I think of all these things and I wonder what I will do in five minutes when the Vegans ask me to **choose** between the **riches** they offer and the freedom to find our own sad and starry path.

I look at the strip on my hand and I wonder.

Suggested Activities

1. Reread earlier chapters (units) of the current story.

2. Have Learner(s) circle all instances of a given letter or word in a newspaper article.

3. Make *Bingo* boards with word squares to match the word cards. Scatter word cards on the table face down. Turn up a card. If it matches a word square on a player's board, the player pronounces the words and puts the card over the word square on the board. A full row vertically, horizontally or diagonally wins.

4. Have Learner(s) make new sentences or phrases with the word cards they have accumulated. Use blank cards for the words they need to make a complete sentence or phrase but have not studied yet. This practice points up the need for the function words such as: *and, but, the, while, after, before*. This will also expand their learning into less structured, yet needed areas of interest (job terms, family names, current interests).

5. Ask your Learner(s) to supply a *synonym* (a word the same as) or an *antonym* (a word the opposite of) for each of the words on the list or have your Learner(s) use the words in sentences.

6. Cut apart a comic strip. Have your Learner(s) reassemble the sections correctly or suggest what might be in the speech balloons. Go on a field trip with your Learner(s) related to *Read On! II* stories.

7. Read a news story. Answer the questions: Who, What, When, Where, Why and How.

8. Have Learner(s) do investigative work at the local library. Relate to *Read On! II* stories, e.g.,

   a. Learner(s) could search for other mystery stories, outer space stories.

   b. Find other books about music or musicians. Look for song books, or record albums with lyrics printed on back cover. (William Graves, *How to Teach Adults*, 1984)

9. *Writing Activities.* Encourage learners to write from the first lessons:
   a. Write a Language Experience Story based on the discussion questions at the beginning of each chapter in *Read On! II*. Have learners write the letters they can in a word, using a dash for the letters they do not know. Write final version on charts. Hang charts on wall for free reading.
   b. Make lists of words relative to the same topic: medicine—doctor, pill, hospital, operation, insurance; kitchen—cook, pots, pans, stove. Draw charts of the words with the topic in a center circle and the words on lines reaching out from the circle's boundries. Group branching lines according to learners' judgments as to "most alike" vs "not quite alike."

Scope and Sequence Book 4

	Sight Word	Patterns		Phonics
Unit 31A	coffee blue green eyes small			sm-
Unit 31B	station fire person trouble waited			
Unit 31C	kind cold Earth joke	joke poke woke broke awoke smoke spoke	kind bind find mind wind blind	
Unit 32A	unless nothing part scared feel victim crisis	unless uncover unseen unknown	part cart dart	
Unit 32B	prove please accept then			
Unit 33	darkness surprise power soon rubbed blinked dirty	sky across Vegan Starfleet peace	darkness closeness kindness sadness meaness goodness	

	Sight Word	Patterns	Phonics
Unit 34	slowly pictures world screen suddenly forgive us understand must beautiful happy great		
Unit 35	many war terrorism men women children streets bombs yellow seen felt hot these problems age appeared	got pot hot dot cot	cage page rage wage
Unit 36	teach yourselves offer trade until laws schools tools clean heal smiled	teach each peach beach reach	trade parade wade spade jade

	Sight Word	Patterns	Phonics
Unit 37	important	end	
	sleep	bend	
	vote	mend	
	grow	send	
	open	trend	
	finger		
	almost		
	half		
	end		
	black		
	yes		
Unit 38	later		
	walked		
	coming		
	words		
	television		
	country		
	knew		
	wasn't		
	science		
	choice		
	history		
	future		
Unit 39	town	lives	
	freedom	dives	
	else	fives	
	mayor	hives	
	aren't	wives	
	nuke	arrives	
	seemed	drives	
	overnight	knives	
Unit 40	village	mess	matter
	matter	less	after
	afternoon	bless	better
	heard	dress	enter
	dignity	press	fatter
	mess		sitter
	life		
	parents		
	rule		

	Sight Word	Patterns	Phonics
Unit 41	strip		str-
	despair		
	wonder		
	die		
	minutes		
	between		
	starry		
	path		

Cut out word cards along dotted lines.

Unit 31A

coffee
blue
green
eyes
small

Unit 31B

station
fire
person
trouble
waited

Unit 31C

kind
cold
Earth
joke

joke
poke
woke
broke
awoke
smoke
spoke

kind
bind
find
mind
wind
blind

Unit 32A

unless
nothing
part
scared
feel
victim
crisis

unless
uncover
unseen
unknown

part
cart
dart

Cut out word cards along dotted lines.

Unit 32B

prove
please
accept
then

Unit 33

darkness
surprise
power
soon
rubbed
blinked
dirty
sky
across
Vegan
Starfleet
peace

darkness
closeness
kindness
sadness
meaness
goodness

Unit 34

slowly
pictures
world
screen
suddenly
forgive
us
understand
must
beautiful
happy
great

Unit 35

many
war
terrorism
men
women
children
streets
bombs
yellow
seen
felt
hot
these
problems
age
appeared

got
pot
hot
dot
cot

cage
page
rage
wage

Cut out word cards along dotted lines.

Unit 36

teach
yourselves
offer
trade
until
laws
schools
tools
clean
heal
smiled

teach
each
peach
beach
reach
trade
parade
wade
spade
jade

Unit 37

important
sleep
vote
grow
open
finger
almost
half
end
black
yes

end
bend
mend
send
trend

Unit 38

later
walked
coming
words
television
country
knew
wasn't
science
choice
history
future

Unit 39

town
freedom
else
mayor
aren't
nuke
seemed
overnight

lives
dives
fives
hives
wives
arrives
drives
knives

Cut out word cards along dotted lines.

Unit 40

village
matter
afternoon
heard
dignity
mess
life
parents
rule

mess
less
bless
dress
press

matter
after
better
enter
fatter
sitter

Unit 41

strip
despair
wonder
die
minutes
between
starry
path

Workbook 4

Read On! II

Read On! II
A Sequential Reading Series
Workbook Four
The Vote

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Since the original publication of *Read On!* in 1978, thousands of literacy students, tutors and trainers, as well as remedial reading teachers and learners, have used the series. Many of them have shared their thoughts and comments with us. For those comments, we are very grateful.

The *Read On! II* series is based on the advances made in the fields of reading and adult learning theory which have taken place in the nine years since the first *Read On!* was produced and on the comments of those who have used it over the years.

Much editorial and production detail work goes into developing a series of six textbooks, six workbooks, an *Instructor's Guide*, placement test and a set of *Tutor Resource Sheets*. I would like to thank not only the advisors and consultants listed on the title page of this series but also LVA national staff: Chip Carlin, Jinx Crouch, Jonathan McKallip, Margaret Price, Karen Alexander, Michelle Peterson, Jackie Iannotti, with special thanks to Barbara Jean MacDonald.

V.K. Lawson, Ph.D.

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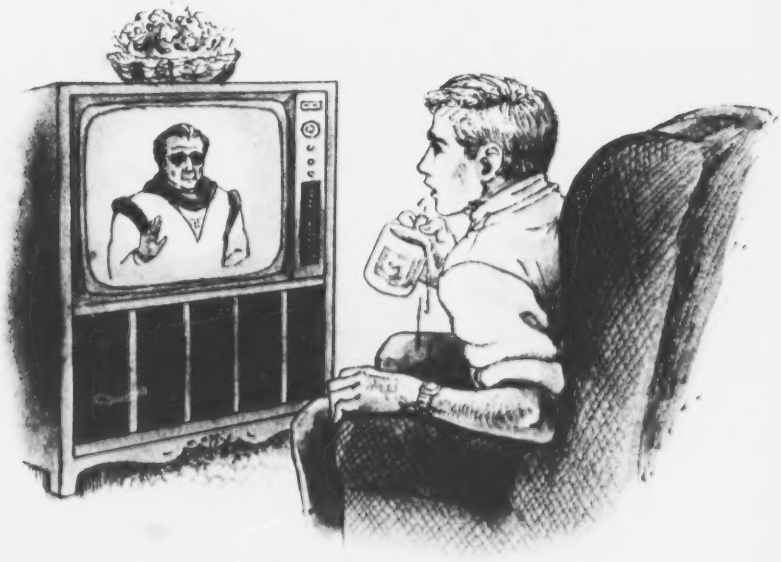
Directions for Use of Workbooks

These workbooks contain exercises which are integrated with the respective *Read On! II* textbook. Before asking learner(s) to work on their own in the workbook, review the directions for each activity or set of activities that you want them to do. Ask that the directions be given back to you in the learner's own words. You might work with the learner(s) on this at the beginning of each activity to be sure that the directions are understood.

If the workbook activities are given for independent work or home practice, be sure to review the work at the beginning the next lesson. Do not assign the work if it is too easy for the learner and thus would constitute "busy" work. The learner's time would be better spent in rereading the story or writing new material rather than in working on activities which do not give any real practice.

CHAPTER 1



Reread unit 31A in your textbook.
Use these words to finish the sentences.

small, eyes, blue, coffee, green

The Vote

"Greetings, People of Earth"
July 22, 1994

This morning, while I was reading the paper and drinking my _____, the TV made a loud sound.

I looked up, and spit _____ all over myself.

The smiling news anchor was gone. In her place was an odd looking man with _____ skin and _____ hair. His ears seemed much too small for his head, while his _____ seemed much too big.

Reread unit 31A in your textbook and answer the following questions. Use complete sentences in your answers.

1. What time of day is it?

2. What is the storyteller doing?

3. What interrupted him?

Circle the words that describe the man on the TV.

1. pointed ears
2. blue skin
3. bald head
4. big eyes
5. small ears
6. sharp teeth
7. green hair
8. large head

Write a sentence describing the man on TV.

Reread unit 31B in your textbook. Use these words to finish the sentences.

trouble, waited, fire, person, station

I laughed. "Someone's going to be in _____ for this," I thought. I wondered if the _____ would _____ the _____ who had made the mistake. I _____ for the news to come back on. After a few seconds I hit a button and changed the channel. But the man was still there. I changed it again. He was still there.

Answer the following questions. Use complete sentences in your answers.

1. Why did the storyteller laugh?

_____

_____

_____

_____

_____

_____

2. What did he think the station might do to the person who had made the "mistake?"

_____

_____

_____

_____

_____

_____

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Reread unit 31C in your textbook. Use these words to finish the sentences.

kind, cold, Earth, joke

He was on all 47 channels.

"Greetings, people of _____," he said

"This is a stupid _____," I thought.

But what _____ of _____ could put a man on all 47 channels? My skin felt _____. Something was terribly wrong.

Reread unit 31C in your textbook and answer the following questions. Use complete sentences in your answers.

1. How many channels were there on the TV?

2. How did the storyteller feel when he found out that the man was on every channel?

3. What did he think?

Put these letters in front of **oke** to make words. Write the whole word. Say the word. What does it mean?

j, C, p, aw, br, sm, sp

	_____		_____
__ oke	_____	__ oke	_____
	_____		_____
__ oke	_____	__ oke	_____
	_____		_____
__ oke	_____	__ oke	_____
	_____		
__ oke	_____		

Write sentences using each of the words you have just written.

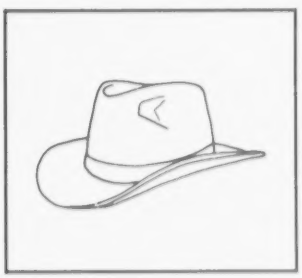
Put these letters in front of **ind** to make words. Write the whole word. Say the word. What does it mean?

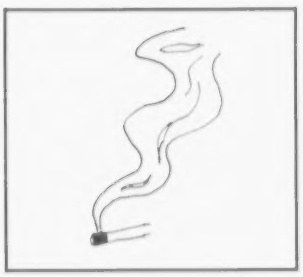
k, b, f, m, w, bl

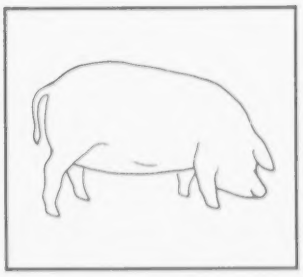
__ ind		__ ind	
__ ind		__ ind	
__ ind		__ ind	

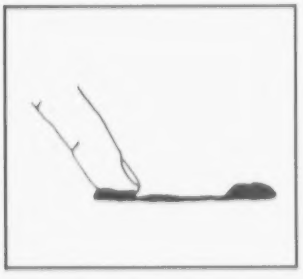
Write sentences using each of the words you have just written.

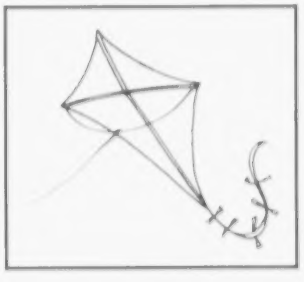
Write **sm** under pictures which begin like **smoke**.

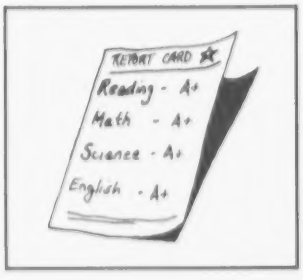












Write the sight word from the story that begins with **sm**.

Write a sentence using the sight word. If you don't know how to spell a word you want to use, just write the letters you know and put dashes for the other letters.

We all have certain things that we do every day to get going in the morning. These things are called "routines." The storyteller in "The Vote" apparently reads the newspaper and drinks coffee while listening to the news on television. What is your morning routine like? Write about it. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 2

Reread unit 32A in your textbook.
Use these words to finish the sentences.

crisis, part, victim, scared, unless, nothing, feel

The Light Goes Out

"What I am going to tell you will not make sense _____ you know two things," said the blue skinned man.

As far as I was concerned, _____ made sense right now.

"First, we are not here to threaten you."

It was such an odd thing to say, I wanted to laugh. But _____ of me was too _____. I wished Sibby was here. I would _____ better with her beside me. But Sibby was gone, a _____ of the air _____ of 1992.

Reread unit 32A in your textbook and answer the following questions. Circle the correct answer, then write the answer in a complete sentence.

1. As far as the storyteller was concerned, what made sense?

    1. everything
    2. nothing
    3. three things
    4. two things

2. According to the blue skinned man, how many things did the people of Earth need to know?

    1. everything
    2. nothing
    3. three things
    4. two things

3. What had happened to Sibby? How do you know?

    1. She divorced the storyteller.
    2. She died.
    3. She went next door.

Reread unit 32B in your textbook.
Use these words to finish the sentences.

accept, prove, then, please

The blue man spoke again. "Second, you must know that we can do what we say. I will now _____ that to you. _____ do not be frightened. This is just to help you _____ what I am saying."

I picked up my coffee. My hand was shaking.

And _____ the light went out. Not the lights —the light! All the light, everywhere in the world.

Circle the things that the blue skinned man wanted the people of Earth to know. After you circle the correct answers, write your answers in complete sentences.

1. that Earth was being invaded
2. that his people can do what they say
3. that Earth was going to be destroyed
4. that he was not threatening them
5. none of these things

Put these words at the end of **un** to make words. Write the whole word. Say the word. What does it mean?

less, kind, happy, cover, known, seen, heard

un _____

un _____

un _____

un _____

un _____

un _____

un _____

Write sentences using each of the words you have just written.

Put these letters in front of **art** to make words. Write the whole word. Say the word. What does it mean?

c, d, p, t, sm, st

	_____		_____
__ art	_____	__ art	_____
	_____		_____
__ art	_____	__ art	_____
	_____		_____
__ art	_____	__ art	_____

Write sentences using each of the words you have just written.

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Put these letters in front of **en** to make words. Write the whole word. Say the word. What does it mean?

th, B, d, h, m, p, t,

	_____		_____
__ en	_____	__ en	_____
	_____		_____
__ en	_____	__ en	_____
	_____		_____
__ en	_____	__ en	_____
	_____		
__ en	_____		

Write sentences using each of the words you have just written.

Being in situations where we don't know what is likely to happen can be very frightening. Sometimes our fears are correct but often they are not. Write about a situation that you experienced that frightened you because you did not know what was happening. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 3

Reread unit 33 in your textbook.
Use these words to finish the sentences.

darkness, surprise, soon, power, rubbed, blinked,
Starfleet, dirty, sky, across, Vegan, peace

The Vegan Starfleet

The _____ was everywhere. Even the sun seemed to have gone out. I yelled in _____ and fright.

"Do not be afraid," said the voice from the TV. "We will restore the light _____."

How could the TV work with no _____? But this was not a _____ loss. It was a light loss.

The light came back. I _____ my eyes and _____.

"If you can go outside, do so," said the blue man.

I don't like to go outside; the air is too _____. But I went. So did hundreds of other people. A humming sound filled the _____. We looked up to see a line of red ships stretched _____ the _____.

"This is the _____ _____," said the voice. "It comes in _____."

Reread unit 33 in your textbook and answer the following questions. Use complete sentences in your answers.

1. Why did the storyteller yell in surprise and fright?

2. Why did the TV still work when the lights went out?

3. Why doesn't the storyteller like going outside?

4. What caused the humming sound in the sky?

Put these words before **ness** to make new words. Write the whole word. Say the word. What does it mean?

dark, mad, mean, good, close, round, open

	_____		_____
__ ness	_____	__ ness	_____
	_____		_____
__ ness	_____	__ ness	_____
	_____		_____
__ ness	_____	__ ness	_____
	_____		
__ ness	_____		

Write sentences using each of the words you have just written.

Write four words that come to mind when you think of the word "peace." If you don't know how to spell a word, just write down the letters you know and make dashes for the letters you don't know.

Write four words that come to mind when you think of the word "war." If you don't know how to spell a word, just write down the letters you know and make dashes for the letters you don't know.

Write about "peace" and "war" using the words you wrote above. If you don't know how to spell a word, just write down the letters you know and make dashes for the letters you don't know.

CHAPTER 4

Reread unit 34 in your textbook.
Use these words to finish the sentences.

pictures, screen, us, understand, must,
beautiful, happy, great, slowly, world, suddenly, forgive

Another World

Some people cried. Others screamed. The man next to me crossed himself. The man next to him fainted.

"Please do not panic," said the voice, which now came right from the sky. "Go home. We have wonders to show you."

People drifted inside. Ann, a neighbor, came with me. The TV was showing _____ of the Vegan Starfleet. A news announcer said it circled the _____. Suddenly the blue skinned man was on the _____ again.

"____ if we frightened you. But you _____ _____ our power before you can _____ our offer."

Ann was leaning against me. I could feel her tremble. "They can do anything," she said.

The picture changed.

"This is our home," said the alien. A _____ _____ appeared on the _____. We saw picture after picture of clean cities, _____ people, _____ forests. No one looked hungry. No one seemed sick.

"Now," said the Vegan, "let me tell you why we are here."

Reread unit 34 in your textbook and answer the following questions. Circle the correct answer, then write the answer in a complete sentence.

1. What was the reaction of people in the crowd?
    1. they fainted
    2. they cried
    3. they crossed themselves
    4. they screamed
    5. they did all these things

2. Who went back inside with the storyteller?
    1. Sibby
    2. Ruby
    3. Ann
    4. Harry

3. Who is Ann?
    1. the storyteller's wife
    2. the storyteller's neighbor
    3. a stranger
    4. the storyteller's sister

4. What is the Vegan home world like?
    1. hot and barren
    2. rainy and gray
    3. ugly and frightening
    4. beautiful and clean

CHAPTER 5

Reread unit 35 in your textbook.
Use these words to finish the sentences.

many, war, terrorism, men, women, children, streets,
bombs, yellow, seen, felt, hot, problems, appeared, these, age

The Vegan Offer

You have _____ troubles," said the Vegan. "War . . . poverty . . . hunger . . . _____." As he spoke, ugly pictures flowed across the screen, followed by pictures of the poor, the hungry. I saw young _____ and _____ dying in battle. I saw _____ lying on dusty _____, their bellies swollen with hunger. I watched _____ explode among rushing crowds. More pictures followed: a forest, _____ and dying; a river thick with sludge; the remains of Chicago.

I had _____ all this before, but now I _____ my cheeks grow _____ with shame. I didn't like to have visitors from another world know about _____ things. I was ashamed because I knew we should have done more to fix them.

I knew that I should have done more.

"Do not feel bad," said the Vegan, as if he was reading my mind. "Once we too had _____ _____, but we have solved them. Now we have come to offer you our solutions."

He _____ on the screen again.

"Just think," he said. "No more _____, or hunger, or disease. We have cures for the mind and the body that can take you to a Golden _____."

Ann moved closer to me. "What do they want in return?" she whispered.

I shook my head. I didn't know.

Reread unit 35 in your textbook and answer the following questions. Circle the correct answer, then write your answer in complete sentences.

1. What are the troubles the Vegans say Earth people have?

1. terrorism
2. poverty
3. hunger
4. all of these

2. What city has been badly damaged?

1. New York
2. Boston
3. Miami
4. Chicago
5. none of these

3. Why did the storyteller feel ashamed?

Circle the number of the sentences that are **not** true.

1. The Vegans had always been happy and peaceful.
2. The storyteller feels that Earth people had done all they could to make the world a good place to live for everyone.
3. The Vegans said that they had cures for the body and mind that could lead to a Golden Age.
4. The storyteller didn't know what the Vegans wanted.

Put these letters in front of **ot** to make words. Write the whole word. Say the word. What does it mean?

h, d, g, l, p, r, sp

__ ot

__ ot

__ ot

__ ot

__ ot

__ ot

__ ot

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Write sentences using each of the words you have just written.

Put these letters in front of **age** to make words. Write the whole word. Say the word. What does it mean?

c, p, r, s, w, st

__ age _____ __ age _____

__ age _____ __ age _____

__ age _____ __ age _____

Write sentences using each of the words you have just written.

Pollution and what to do about it is something that is being talked about a lot. Some people think we should do more to protect the air and water. Others think that we are too concerned about pollution and that it is more important to have jobs than to make factories operate cleaner. What do you think or feel about these things? Write about it. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 6

Reread unit 36 in your textbook. Use these words to finish the sentences.

teach, yourselves, offer, trade, until, laws,
schools, tools, clean, heal, smiled

The Vegan Choice

"Here is the choice we bring you," said the Vegan. "We will _____ you what we know. Or, we will leave, and let you find it out for _____, as we did. But you should understand that you may not live through the process. Your world has reached a danger point. You have too many bombs. You have too many weapons. You may destroy your world.

"However, what we _____ is also dangerous—_____ and powers greater than any you now possess. If we just gave them to you, you would destroy your world for certain.

"So we _____ this _____. Put _____ in our hands. Let us care for your world, _____ you are ready to do the job properly. You will have to give up making your own _____, of course. We will do that job. We will run your _____. We will choose what your factories make. We will distribute the products.

"But we will give you amazing new _____. We will _____ your water and take the poison from your air. We will feed your hungry, clothe your poor, _____ your sick."

He _____. "Of course, you could do these things yourself, if you really wanted to. But then, you already know that, don't you?"

Reread unit 36 in your textbook and answer the following questions. Write your answer in a complete sentence.

1. What was the choice that the Vegans offered the people of Earth?
    1. They would teach us what they know or leave us to find things out for ourselves.
    2. We must get rid of our weapons or the Vegans will take them from us.
    3. We had to let the Vegans use our planet as a base or they would destroy us.
    4. None of these things.

2. What do the Vegans think we have too many of?
    1. bad ideas
    2. people
    3. weapons and bombs
    4. comforts

3. What do the Vegans say will happen if they just gave us their tools and powers?
    1. We would attack them
    2. We would not understand them
    3. We would destroy ourselves
    4. We would start wars with other worlds

4. What do the Vegans want us to do in exchange for their tools and science?
    1. put ourselves in their hands
    2. clean up our planet
    3. feed the hungry
    4. heal the sick

Put these letters in front of **each** to make words. Write the whole word. Say the word. What does it mean?

t, b, p, r

__ each

__ each

__ each

__ each

__ each

__ each

Write sentences using each of the words you have just written.

Put these letters in front of **ade** to make words. Write the whole word. Say the word. What does it mean?

tr, f, j, m, w, par, sp, lemon

__ ade	_____	__ ade	_____
__ ade	_____	__ ade	_____
__ ade	_____	__ ade	_____
__ ade	_____	__ ade	_____

Write sentences using each of the words you have just written.

Reread unit 36. The Vegan talks about what his people can do to make life better for all the people of Earth but he also says that we could do it ourselves.

These are some of the things that the Vegan says his people can do for the people of Earth.

1. Feed and clothe the hungry and poor.
2. Clean our water and air.
3. Heal the sick.

Choose one of the topics above and write about what we, the people of Earth, can do to accomplish it ourselves. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 7

Reread unit 37 in your textbook.
Use these words to finish the sentences.

important, sleep, vote, grow, open, finger,
almost, half, end, black, YES

The Big Sleep

The Vegan stopped smiling. "The choice you face is too _____ to be made by politicians. It must be made by the people— **all** the people. This, too, we can make possible.

"Soon you will fall into a _____. After you do, we will prepare you for the _____. When that is done, we will leave, so that you can think about our offer.

"In eight days, we will return. Then, it will be time for you to _____."

His voice was kind. Even so, I began to shake as I felt myself _____ sleepy. I put my arms around Ann, and she moved closer to me.

When I woke, Ann was still beside me. Her hands lay _____ in her lap. In her right palm was a strip of something shiny and blue.

I looked at my own hand. I had a strip, too. I ran my _____ over it. The shiny blue strip felt like my own skin, _____ as if it had grown there.

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I looked at it more closely. It was about _____ an inch wide, and an inch long. At each _____ was a _____ circle, about the size of my _____ tip.

Inside one circle was the word _____.

Inside the other, the word NO.

Reread unit 37 in your textbook and answer the following questions. Circle the correct answer, then write the answer in a complete sentence.

1. Who must make the decision about whether or not to accept the Vegan offer?
    1. politicians
    2. the poor and hungry
    3. the rich and comfortable
    4. all the people of the Earth

_____

_____

_____

2. How many days will Earth people have before they make their choice?

    1. five days
    2. two weeks
    3. nine months
    4. eight days

_____

_____

_____

3. How did the Vegan's voice sound?

    1. angry
    2. kind
    3. frightened
    4. uncertain

_____

_____

_____

4. How did the blue strip feel?

1. warm
2. cold
3. like metal
4. like skin

5. What were the words in the circles on the strip?

1. "on" and "off"
2. "up" and "down"
3. "right" and "wrong"
4. "YES" and "NO"

From time to time we are all faced with having to make a difficult decision. At these times we have to think about the good and bad points of deciding one way or the other and about how our decision will affect other people. Write about a difficult decision you have had to make. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 8

Reread unit 38 in your textbook.
Use these words to finish the sentences.

later, walked, coming, words, television, country, knew,
wasn't, science, choice, history, future

It's Up to Us

Ann woke up a few seconds _____. We _____ outside. The sky was empty. The Vegans had gone.

"Do you believe them?" she asked me.

I shook my head. "I don't know. I don't know what to think."

Other people were _____ out of their homes. Everyone was talking. Fights broke out—first with _____, then with fists. I was glad the Vegans had gone. I was ashamed.

We went back inside. The president was on _____, making a speech about what the _____ would do to put an end to the alien menace. But it was just _____. The Vegans were too powerful for us. I _____ it. The president _____ it. Everyone _____ it.

Besides, I _____ sure they were a menace. After all, with their power, their _____ , they could have just taken over. But they didn't.

So maybe the _____ was really up to us.

I looked at my hand and began to laugh.

"What's so funny?" said Ann.

I looked at my open palm. "The Vegans have made a joke," I said. For the first time in _____, our _____ really is in our hands!"

Reread unit 38 in your textbook and answer the following questions. Circle the correct answer, then write the answer in a complete sentence.

1. Did the storyteller believe the Vegans?

    1. yes
    2. no
    3. he was not sure
    4. he did not care

2. What did people do after the Vegans left?

    1. talked
    2. argued
    3. fought
    4. all of these things

3. Who made a speech?

    1. the storyteller
    2. Ann
    3. the president
    4. nobody

4. Why did the storyteller laugh?

1. Ann made a joke.
2. The Vegan's had made a joke.
3. The president made a joke.
4. He was hysterical.

Write about an embarrassing experience you have had that you can now look back on and laugh about. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 9

Reread unit 39 in your textbook.
Use these words to finish the sentences.

town, freedom, else, mayor, aren't, lives, nuke,
hope, seemed, overnight

War of the Words
July 23, 1994

The next day Ann and I went to the _____ hall. It was crowded, for hundreds of people had come to talk about the Vegan offer.

"I was in the last war," said a man. "I fought to protect our _____. I didn't want other people to make choices for me. I say 'no' to the Vegans."

"I was in the war, too," said a tall woman. "I saw men and women lose their legs, their arms, their eyes. I saw children with the skin burned off their bodies. I know we don't need another war. I say 'yes' to the Vegans."

"They'll make us slaves!" yelled someone behind me.

"They could do that without a vote," said someone _____.

The _____ called for order. "Look at us,"said a man. "We _____ hungry, or poor. Most of us live long, healthy _____. Why should we give control to the Vegans?"

But what about the others? I wondered—the ones who are sick and poor and dying. Should we vote "no" just because we're comfortable?

The debates went on all day. That night the television showed more debates. Signs like "_____ the Vegans!" And "Vote Vegan—it's our only _____" _____ to sprout _____. People could talk of nothing _____. And the day of the vote drew closer.

Reread unit 39 in your textbook and answer the following questions. Circle the correct answer, then write the answer in a complete sentence.

1. How many people came to the town hall?

    1. dozens
    2. hundreds
    3. thousands
    4. none

_____

_____

_____

2. Who called for order?

    1. a tall woman
    2. a man who was in the last war
    3. the storyteller
    4. the mayor
    5. the president

_____

_____

_____

3. How long did the debates last?

1. all day
2. 3 hours
3. 3 days
4. 1 week

4. Circle the number of the sentences that were on the signs shown on television.

1. Vegans go home!
2. Nuke the Vegans!
3. We love the Vegans!
4. Vote Vegan—it's our only hope.

Put these letters in front of **ives** to make words. Write the whole word. Say the word. What does it mean?

l, d, f, h, w, arr, dr, kn

__ ives		__ ives	
__ ives		__ ives	
__ ives		__ ives	
__ ives		__ ives	

Write sentences using each of the words you have just written.

In the story someone has a sign that says "Nuke the Vegans." Is this a realistic thing to do? Write about whether or not using nuclear weapons against the Vegans is a good idea. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 10

Reread unit 40 in your textbook.
Use these words to finish the sentences.

village, matter, afternoon, heard, dignity,
mess, life, parents, rule

The Tally Screens

July 30, 1994

Last night a huge screen appeared in the center of our town. According to the news, such screens have appeared in every city in the world. They have appeared in every town, every _____, no _____ how small.

They are tally screens. This _____ they will record the votes of six billion people, as we choose whether we will _____ our own future, or give control to the Vegans.

My mind is spinning with all I have _____ this week, all the words about the poor and the sick and the dying, about freedom and power and _____.

I don't want other people to run our world. But when I look around, when I see what a _____ it is, when I think of the bombs that can end all _____, I feel afraid.

I don't know if we are grown up enough to take care of ourselves.

Ann is staying with me. Last night I looked at pictures. I stared at the faces of my _____, and of Sibby. These were the three people I loved most in the world. I believe they would be alive now, if we had had Vegan science.

But my father—so proud and free—would he have wanted to live under someone else's _____?

Do I?

Reread unit 40 in your textbook and answer the following questions. Use complete sentences in your answers.

1. What appeared in the center of town during the night?

2. What are the tally screens for?

    1. so the Vegans can see what Earth looks like
    2. to keep track of what Earth people are doing
    3. to record the vote
    4. all of these things

3. How many people are there on Earth?

    1. 6 million
    2. 60 million
    3. 6 billion
    4. 60 billion

4. What happened to Sibby?

    1. She was captured during the war.
    2. She ran away.
    3. She died.
    4. She is living with her parents.

Put these letters in front of **ter** to make words. Write the whole word. Say the word. What does it mean?

mat, af, but, bet, en, fat, sit, wa

__ ter	_____	__ ter	_____
__ ter	_____	__ ter	_____
__ ter	_____	__ ter	_____
__ ter	_____	__ ter	_____

Write sentences using each of the words you have just written.

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Put these letters in front of **ess** to make words. Write the whole word. Say the word. What does it mean?

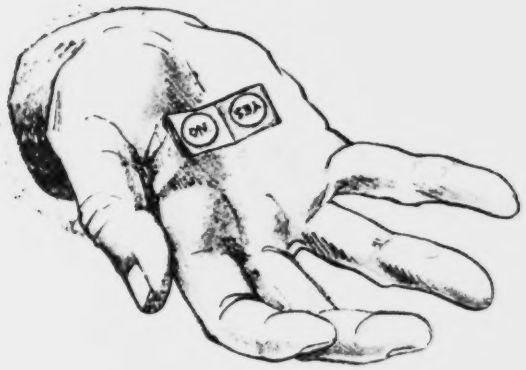
m, l, bl, dr, pr, str

	_____		_____
__ ess	_____	__ ess	_____
	_____		_____
__ ess	_____	__ ess	_____
	_____		_____
__ ess	_____	__ ess	_____

Write sentences using each of the words you have just written.

The storyteller in "The Vote" is concerned about giving someone else control over him. We all would probably have the same concern. But, are there times when we should or have to let other people have control over what we do? Write your thoughts and feelings about this. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

CHAPTER 11



Reread unit 41 in your textbook.
Use these words to finish the sentences.

strip, despair, wonder, die, minutes, between, starry, path

The Last Vote?

I am in my home, looking at the _____ in my hand. I am thinking of all I have been, all I have done, all I want to do.

I am thinking of Sibby, cold and still, and how Vegan medicine might have saved her.

I think of our glory, and our _____.

I think of all we do to one another in the name of love, of peace, of freedom—all the good and all the bad.

I think of how far we have come in just a few thousand years.

I think of how far there is to go, and how many people will suffer and _____ before we get there.

I think of all these things and I _____ what I will do in five _____, when the Vegans ask me to choose _____ the riches they offer, and the freedom to find our own sad and _____ _____.

Reread unit 41 in your textbook and answer the following questions. Circle the answer, then write the answer in a complete sentence.

1. Where is the storyteller?

    1. at the tally screen
    2. in the hospital
    3. at home
    4. on a Vegan ship headed for the stars

2. What could have saved Sibby?

    1. Vegan medicine
    2. more food to eat
    3. an expensive operation
    4. a divorce

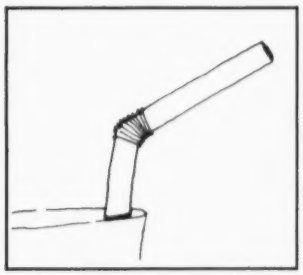
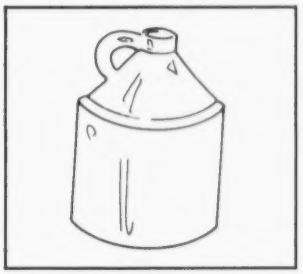
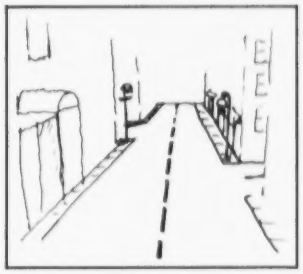
3. How soon will the storyteller vote?

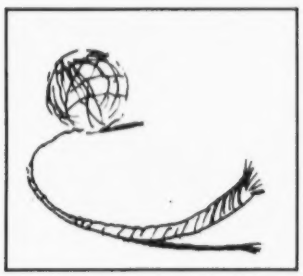
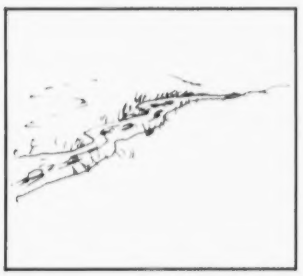
    1. in a half hour
    2. in 5 hours
    3. in 15 minutes
    4. in 5 minutes

4. How will the storyteller vote?

    1. yes
    2. no
    3. He will not vote.
    4. He is not sure how he will vote.

Write **str** under pictures which begin like **strip**.

Write the sight word from the story that begins with **str**.

Write a sentence using the sight word. If you don't know how to spell a word you want to use, just write the letters you know and put dashes for the other letters.

If you were in the storyteller's place in "The Vote," how would you vote and why? Write down your thoughts and feelings. If there is a word you want to use that you don't know how to spell, just write the letters you do know and use dashes for the letters you don't know.

A B C D E F G H I J K L M N O P
Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p
q r s t u v w x y z

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